



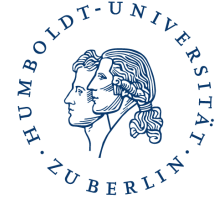
1. Foreign Assignments to PR of China – important aspects in the perspective of adult education

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1. Foreign Assignments towards China need cultural knowledge and further qualification.
2. Besides cultural and societal developments in PR of China there are global developments, i.e. capitalistic developments within enterprises, International Human Resource Development (IHRD) has to take into consideration.
3. IHRD should integrate individual aspects of learning, i.e. qualification, biography and identity.

Questions from the perspective of adult education



- How much change are individuals able to cope with?
- How much connection to ones cultural origin do individuals need?
- How do expats keep up with change in terms of qualification?
- Are there biographical and qualificational consequences after several years of adjustment (respectively resistance) to chinese culture?
- How do cultural differences affect working activities?

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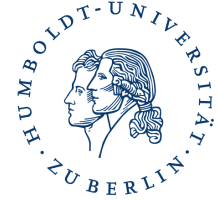
1. Integrative approaches (culture and qualification) to IHRD as work in progress
2. New target groups for intercultural trainings
3. Global and cultural developments in PR of China as learning subjects
 - 3.1. Global developments (signatures of time)
 - 3.2. Cultural differences as a chance for hybridization processes in the field of cooperation
4. „Knowledge fields“ of life long education in foreign assignments

Enterprise strategies

- Ethnocentric strategy
- Polycentric strategy
- Local strategy

Trend: short-term assignments resp. „cross culture jumping“

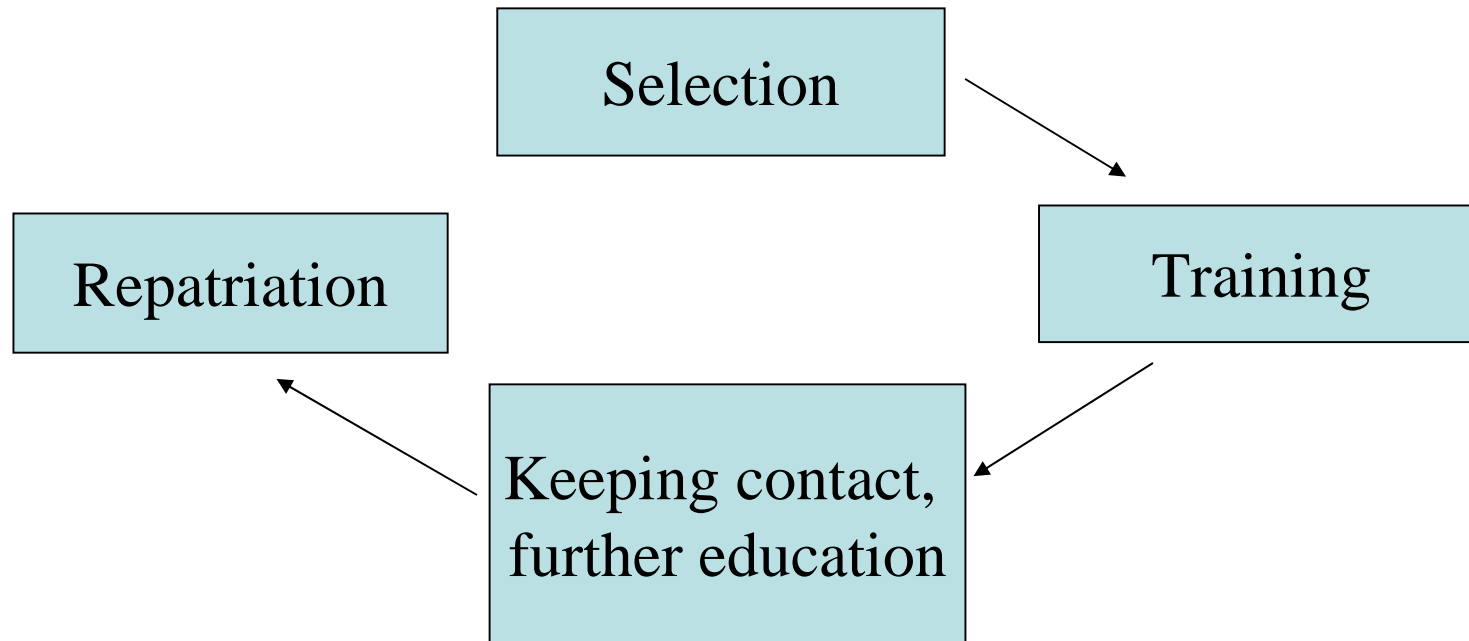
Focus of International Human Resource Management



- Balancing enterprise strategies between global integration and local adjustment.
- Allocation of Human Resources.

Tendency: Subordinate role of qualification and education.

Foreign Assignment life cycle process



Life cycle process often stops after selection or training.

Advantages of Intercultural Training

- Reducing uncertainty.
- Giving explanations about experiences of different communication processes.
- Opens possibilities for intercultural experiences (Fischlmayr 2004).

Positive effects: practicing situations and finding solutions in the field of cooperation and leadership, reflecting experienced situations.

Reported problems in multinational enterprises



- Repatriation of expats:
 - after returning experiences and knowledge has not been used in the headquarter,
 - no adäquate positions for repatriates,
 - Loss of qualification.

Tendency:

- Enterprises expect individual care for education and qualification.
- Integrative concepts (cultural aspects and qualification) are in progress of conceptualization.

Extended Target Groups

- Classical expat plus
 - Wives/families – risk of qualification decline and carrier break with biographical consequences.
- Slightly increasing number of women.
- Young people after university graduation.
- Dual career couples.
- 50 plus after family phase.

Global Developments – Signatures of time

- Hybridization processes: differences keep culture developing within society (Reckwitz 2006).
- Global developments initiated by capitalism move from enterprises to privacy, i.e.
 - values concerning cooperation processes,
 - Flexibility, Mobility,
 - Self-directed activities/self management,
 - Loss of identification with enterprise.

Specific for China: living within processes of change as a challenge?
Resulting special task: creating reliable working and living realities.

Cultural differences as a chance for hybridization processes in the field of cooperation

- Cooperation processes as an arena to practice hybrid working strategies.
- Question: Are there processes of mutual creating new forms of cooperation?
- German Chinese cooperation processes are in the status of „interculture“.
- But: There are possibilities to consider enterprises as a „hybrid space“ (see Florian Feuser 2006).

Influencing conditions to Foreign Assignment Processes

- Motivation of assignment
- Conditions of assignment
- Lifestyle

Tendency: Exclusiveness of lifestyle influences possibilities of culture contacts and of methods creating cooperation strategies.

Differences concerning Cooperation

German Strategies/Expectations	Chinese strategies/Expectations
Transfer leadership styles	Expect Manager to be extraordinary personality
Follow instruction as a rule	Follow role expectations, expect knowledge transfer, want to be convinced
Rule oriented leadership	Management of relationship
Planning	Using Situations
Create working atmosphere	Avoid loss of face
Precision	Adjusted comprehensiveness

Some surprising results

- Chinese employees prefer rules instead of management of relationship.
- German manager appreciate management of relation.
- Chinese manager/employees appreciate methods combining the situative style of management and the german style of planning.
- Chinese employees adapt to western working motivation of self-realization.

Resulting principles of cooperation

- No transfer of leadership styles – practice dialoge (ist hard!)
- German manager have a pedagogic function – they need education.
- Leave attitudes of „adherents/following“.
- Authenticity is a way to show.
- Chinese employees adapt to western working motivation of self-realization.
- Creative interpretation of cultural knowledge (i.e. cultural standards by Thomas)

Resulting principles of cooperation

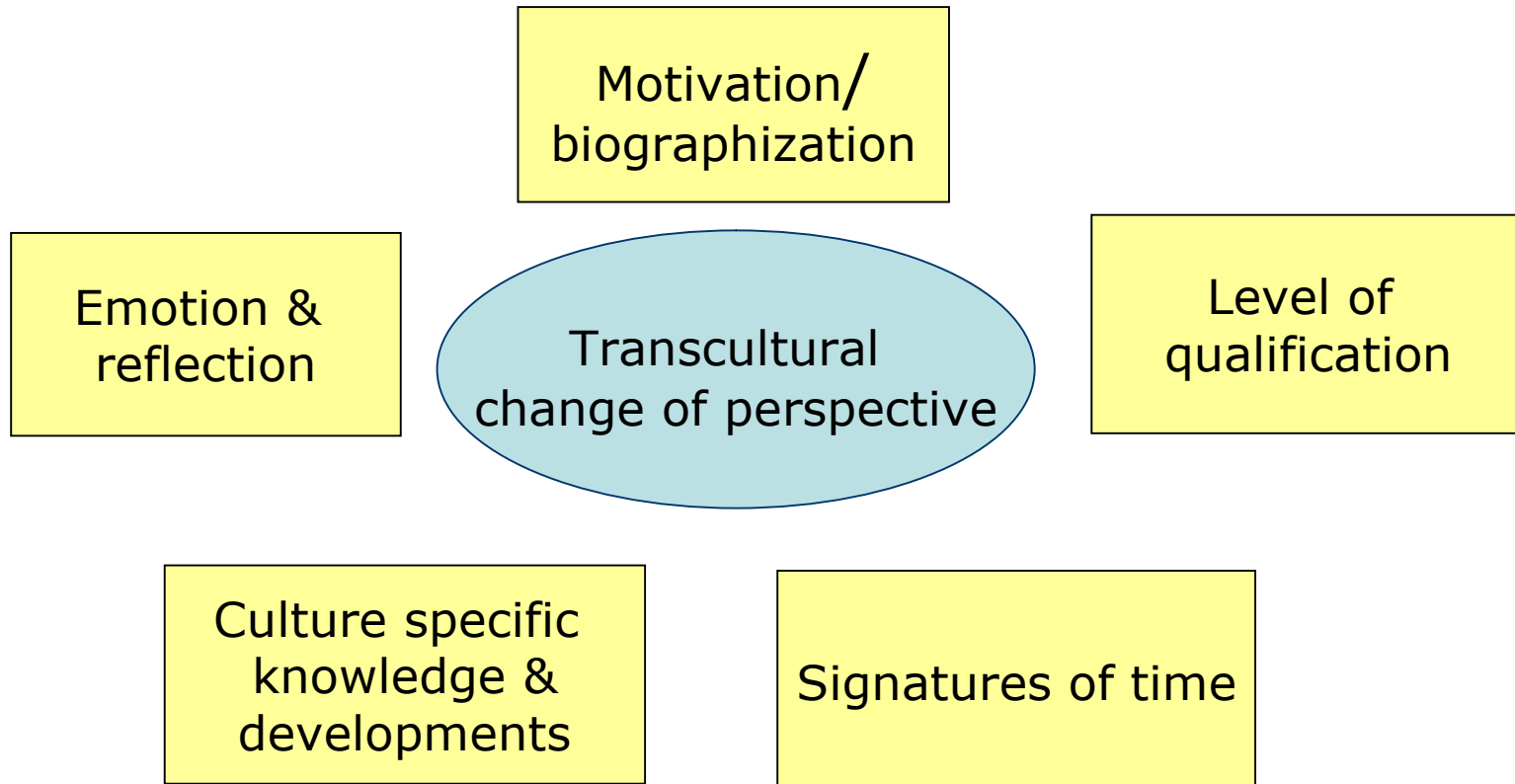
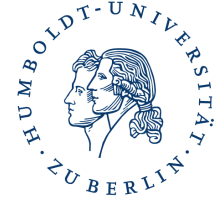
- Learning an attitude of respect/perspective of appreciation.
- Qualification is needed on different levels: workrelated education, knowledge management, seminars, coaching.

Mutual ghosts:

Screaming and swearing German manager.

Betraying and copying chinese employees and manager.

„Knowledge fields“ of life long education in foreign assignments



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Thank You!

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